

Activity Evaluation Chart

What To Look For

Section	Traits	Yes/No
Standards/Objectives	<ul style="list-style-type: none"> Both content and BalanceEdTech-related objectives are listed. 	
Tasks	<ul style="list-style-type: none"> Tasks reflect the objectives. 	
	<ul style="list-style-type: none"> Tasks build on one another to form a cohesive unit. 	
	<ul style="list-style-type: none"> At least one task is open-ended. 	
	<ul style="list-style-type: none"> Teams or pairs of students work together during at least one task. 	
	<ul style="list-style-type: none"> Challenging for all - Offers extensions for more motivated learners and/or adaptations for students with special needs 	
	<ul style="list-style-type: none"> Technology is an integral and authentic part of the Unit- a tool for collaboration, communication, research, and/or problem-solving. 	
Assessment	<ul style="list-style-type: none"> Authentic and integrated throughout the Unit 	
	<ul style="list-style-type: none"> Includes a variety of strategies, e.g. portfolios, rubrics, performance tasks, peer review, or culminating projects 	
Level of Use	4) Redefinition - Tech allows for the creation of new tasks, previously inconceivable	
	3) Modification - Tech allows for significant task redesign	
	2) Augmentation - Tech acts as a direct tool substitute, with functional improvement	
	1) Substitution - Tech acts as direct tool substitute, with no functional change	

What To Avoid

Trait	Activity	Yes/No
Pointless	The activity involves the use of a tool, such as a spreadsheet or presentation program, without an authentic connection to the regular curriculum for the students' grade level. PowerPointing and spreadsheeting become goals rather than a means to an end.	
Unstandard	The activity is disconnected from state standards and tests. No relationship or contribution is made to the students' grasp of content or skills.	
Robotic	The activity requires little original thought or higher-level thinking. The student blindly follows directions and wins success by taking orders.	
Glib	The activity requires nothing more than skimming the surface of the content without probing, exploring, asking essential questions, or creating new insight.	
Static	The activity does nothing to advance the students' skill level or repertoire.	
Disneyfied	The activity is sugarcoated and packaged with arcade-quality graphics, as if learning must be turned into a game or cartoon before young people will find it rewarding.	

This bottom half of this chart comes from an article in eSchool News by Jamie McKenzie titled *Beyond Edutainment and Technotainment* (June, 2000). The top half comes from Jordy Whitmer's Unit of Practice Rubric. You can read more of Jamie's articles related to curriculum in his electronic education journal, "From Now On."
<http://www.fno.org/fnoindex.html#Curriculum>